



Hazleton Area School District Phased School Reopening Health and Safety Plan

The Hazleton Area School District Reopening Task Force created this Health and Safety Plan to serve as local guidelines for all instructional and non-instructional school reopening activities. As with all emergency plans, this Health and Safety Plan was created in consultation with local health agencies and will be tailored to the unique needs of each school building within the District. Given the dynamic nature of the pandemic, this plan incorporates flexibility to adapt to changing conditions. This Health and Safety Plan, includes professional learning and communications, to ensure all stakeholders are fully informed and prepared for the phased reopening of the School District.

This plan was approved on July 23, 2020, by the Hazleton Area School Board and is posted on the School District's website. This plan will be monitored throughout the implementation period and updated as needed. The updated plan will be reposted on the School District's webpage and reaffirmed monthly by the Board of School Directors.

The Hazleton Area School District recognizes that our schools are critical community institutions serving over 12,000 students with over 1,500 employees within a 256 square mile radius. The threat of a highly infectious outbreak in our schools could be detrimental to the community. By following this COVID-19 Health and Safety Plan, we are dedicated to reducing the miscommunications that may encompass the chaotic nature of an outbreak of any highly infectious illness.

This plan outlines Hazleton Area School District's strategy in preparing for, responding to, and recovering from a pandemic, specifically COVID-19. It serves as a guide for the safe reopening of the schools in the Hazleton Area School District. **This is a fluid document, based on local, state, and federal guidelines, that will continue to develop over time. As information changes, the plan will change.**

This document contains supplemental information from the Pennsylvania Department of Health (DOH), the Center for Disease Control (CDC), the Pennsylvania Department of Education (PDE), American Academy of Pediatrics (APA).

The Hazleton Area School District Health and Safety Plan was created in accordance with advice provided by the District's Reopening Task Force, as well as other persons within the medical field, and in accordance with PDE and Commonwealth guidelines.

PURPOSE

The intent of this Health and Safety Plan is to serve as District guidelines for all reopening activities. The purpose of this plan is to achieve the following goals:

- Maximize the protection of lives, reducing morbidity and mortality, while minimizing educational and social disruption.
- Enable Hazleton Area School District to continue to operate and provide services as normally and effectively as possible with minimal academic and economic losses.
- The response of HASD will be directed by the Pennsylvania Department of Health and the Pennsylvania Department of Education's direction and guidance. This plan coordinates federal, state, and local agencies.
- Continue the essential core operations of the Hazleton Area School District in the event of increased staff/student absences.
- Establish and maintain a coordinated command system to enable effective, timely, and sensitive decision-making regarding continuity of student learning needs to remain the core value and focal point.

- Develop a communications plan to ensure that students, parents, and staff receive timely and accurate information regarding disease prevention strategies and infection control strategies.
- Prepare and provide resources for mental health/crisis service needs of staff, students and families.

Likely Realities and Constraints

Our current situation may seem unpredictable; however, we believe that there are some likely realities that our staff, students, and families can anticipate. Some of those realities help our plans to reopen, while others may make it more challenging and constrain our efforts. It is important, as we plan, for everyone to be on the same page about what is likely so we can focus most of our effort on the most likely circumstances, while still ensuring that we plan for the various “what if” scenarios.

1. **The virus will not disappear by September, but its level of spread may change.** COVID-19 will be present throughout the summer and fall, although the size and localization of the outbreak is to be determined and may change as businesses and communities reopen. Knowing that the number of cases is not a fixed amount, the District will remain committed to adjusting its approach based on the reality of the virus’ spread in the region.
2. **The availability of COVID-19 testing will improve, but unclear by how much.** The state’s capacity for COVID-19 testing is improving by the week and can likely support all requested tests by September, but it is unclear how frequently re-testing can occur, or when antibody tests will be available at scale.
3. **Schools will open for in-person learning in September.** Students will begin returning to school on September 8, 2020 and in-person instruction will be offered in schools. It is likely, however, that schedules, classroom spaces, and day-to-day operations will be adjusted to allow for social distancing and smaller groupings. Parents will provide written approval to either send their children to school or keep them at home throughout the semester.
4. **Virtual instruction will be an option.** Even with schools opening in September for in-person instruction, Hazleton Area School District will continue to offer virtual learning to students. These options, however, are predicated on parent choice, the Commonwealth providing districts more flexibility regarding instructional days, as well as adjusting attendance policies to address truancy issues.

SCOPE

The scope of this Health and Safety Plan covers District reopening as it pertains to COVID-19 (Coronavirus).

COVID-19 (Coronavirus) – Symptoms of COVID-19 have reportedly had mild to severe respiratory illness accompanied with fever, cough, and shortness of breath. Symptoms may appear 2-14 days after exposure. The virus is spread person-to-person between people within close contact (about 6 feet), via respiratory droplets produced when an infected person sneezes or coughs, and these droplets can land in the mouths or noses of people who are nearby where the droplets are inhaled into the lungs. Transmission may also be possible through contact with contaminated surfaces, but this is not thought to be the main way of transmission.

People with these symptoms may have COVID-19: Fever or chills

Cough

Shortness of breath or difficulty breathing Fatigue

Muscle or body aches Headache

New loss of taste or smell Sore throat

Congestion or runny nose Nausea or vomiting Diarrhea

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

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This resource draws on a resource created by the Council of Chief State School Officers (CCSSO) that is based on official guidance from multiple sources to include: the Centers for Disease Control and Prevention, the White House, American Academy of Pediatrics, Learning Policy Institute, American Enterprise Institute, Rutgers Graduate School of Education, the World Health Organization, the Office of the Prime Minister of Norway as well as the departments of education/health and/or offices of the governor for Idaho, Montana, New York, Texas and Washington, DC.

Health and Safety Plan: Hazleton Area School District (HASD), including Early Intervention, Pre-K, and Hazleton Area Career Center (HACC)

All decision-makers should be mindful that as long as there are cases of COVID-19 in the community, there are no strategies that can completely eliminate transmission risk within a school population. The goal is to keep transmission as low as possible to safely continue school activities. All school activities must be informed by [Governor Wolf's Process to Reopen Pennsylvania](#). The administration has categorized reopening into three broad phases: red, yellow, or green. These designations signal how counties and/or regions may begin easing some restrictions on school, work, congregate settings, and social interactions:

- The Red Phase: Schools remain closed for in-person instruction and all instruction must be provided via remote learning, whether using digital or non-digital platforms. Provisions for student services such as school meal programs should continue. Large gatherings are prohibited.
- The Yellow Phase and Green Phase: Schools may provide in-person instruction after developing a written Health and Safety Plan, to be approved by the local governing body (e.g. board of directors/trustees) and posted on the school entity's publicly available website.

Based on your county's current designation (i.e., red, yellow, green) and the best interests of your local community, indicate which type of reopening your LEA has selected by checking the appropriate box in row three of the table below. Use the remainder of the template to document your LEA's plan to bring back students and staff, how you will communicate the type of reopening with stakeholders in your community, and the process for continued monitoring of local health data to assess implications for school operations and potential adjustments throughout the school year.

Depending upon the public health conditions in any county within the Commonwealth, there could be additional actions, orders, or guidance provided by the Pennsylvania Department of Education (PDE) and/or the Pennsylvania Department of Health (DOH) designating the county as being in the red, yellow, or green phase. Some counties may not experience a straight path from a red designation, to a yellow, and then a green designation. Instead, cycling back and forth between less restrictive to more restrictive designations may occur as public health indicators improve or worsen. This means that your school entity should account for changing conditions in your local Health and Safety Plan to ensure fluid transition from more to less restrictive conditions in each of the phase requirements as needed.

Type of Reopening

Key Questions

- How do you plan to bring students and staff back to physical school buildings, particularly if you still need social distancing in place?
- How did you engage stakeholders in the type of re-opening your school entity selected?
- How will you communicate your plan to your local community?
- Once you reopen, what will the decision-making process look like to prompt a school closure or other significant modification to operations?

Based on your county's current designation and local community needs, which type of reopening has your school entity selected?

- Total reopen for all students and staff (but some students/families opt for distance learning out of safety/health concern).
- Scaffolded reopening: Some students are engaged in in-person learning, while others are distance learning (i.e., some grade levels in-person, other grade levels remote learning).
- Blended reopening that balances in-person learning and remote learning for all students (i.e., alternating days or weeks).
- Total remote learning for all students. (Plan should reflect future action steps to be implemented and conditions that would prompt the decision as to when schools will re-open for in-person learning).

Anticipated launch date for in-person learning (i.e., start of blended, scaffolded, or total reopening): **September 8, 2020**

Pandemic Coordinator/Team

Each school entity is required to identify a pandemic coordinator and/or pandemic team with defined roles and responsibilities for health and safety preparedness and response planning during the phased reopening of schools. The pandemic coordinator and team will be responsible for facilitating the local planning process, monitoring implementation of your local Health and Safety Plan, and continued monitoring of local health data to assess implications for school operations and potential adjustments to the Health and Safety Plan throughout the school year. To ensure a comprehensive plan that reflects the considerations and needs of every stakeholder in the local education community, LEAs are encouraged to establish a pandemic team to support the pandemic coordinator. Inclusion of a diverse group of stakeholders is critical to the success of planning and implementation. LEAs are highly encouraged to make extra effort to engage representatives from every stakeholder group (i.e., administrators, teachers, support staff, students, families, community health official or other partners), with a special focus on ensuring that the voices of underrepresented and historically marginalized stakeholder groups are prioritized. In the table below, identify the individual who will serve as the pandemic coordinator and the stakeholder group they represent in the row marked “Pandemic Coordinator”. For each additional pandemic team member, enter the individual’s name, stakeholder group they represent, and the specific role they will play in planning and implementation of your local Health and Safety Plan by entering one of the following under “Pandemic Team Roles and Responsibilities”:

- **Health and Safety Plan Development:** Individual will play a role in drafting the enclosed Health and Safety Plan;
- **Pandemic Crisis Response Team:** Individual will play a role in within-year decision making regarding response efforts in the event of a confirmed positive case or exposure among staff and students; or
- **Both (Plan Development and Response Team):** Individual will play a role in drafting the plan and within-year decision making regarding response efforts in the event of confirmed positive case.

| Individual(s) | Stakeholder Group Represented | Pandemic Team Roles and Responsibilities (Options Above) |
|-------------------|---|--|
| Brian T. Uplinger | Superintendent of Schools/ Pandemic Coordinator/Parent | Both |
| Patrick Patte | Director of Curriculum, Instruction, Technology | Both |
| Carla Cain | Teacher (Elementary School) | Development |
| Laura Barletta | Assistant Principal (Elementary/Middle Level)/Parent | Development |

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|--------------------------|---------------------------------------|-------------|
| Melissa Gambini | Transportation | Development |
| Mary Lou Carsia | Teacher (Middle School Level) | Development |
| Debra Yanuzzi | Special Education Director | Both |
| Anthony Corrado | Maintenance Director | Both |
| Edward Harry | Director of Security | Both |
| Janet Gasser | Teacher (High School) | Development |
| Rocco Petrone | Principal (High School) | Development |
| Richard Tihansky | Teacher (Career Center) | Development |
| Terese Gentilesco | Nurse (Department Chair) | Both |
| Marie Ernst | Principal (Academy of Sciences) | Development |
| Lori Herman | Principal (Career Center) | Development |
| Melissa McGee | Teacher (Elementary Level)/ Parent | Development |
| Linda DeCosmo | School Board President | Development |
| Ellen McBride | School Board Member | Development |
| Robert Krizansky | Business Manager | Both |
| Erin Poston | Support Staff/Parent | Development |
| Jacob Mishinski | Teacher (Elementary) | Development |

Key Strategies, Policies, and Procedures

Once your LEA has determined the type of reopening that is best for your local community and established a pandemic coordinator and/or pandemic team, use the action plan templates on the following pages to create a thorough plan for each of the requirements outlined in the Pennsylvania Department of Education’s Preliminary Guidance for Phased Reopening of PreK-12 Schools. For each domain of the Health and Safety Plan, draft a detailed summary describing the key strategies, policies, and procedures your LEA will employ to satisfy the requirements of the domain. The domain summary will serve as the public-facing description of the efforts your LEA will take to ensure health and safety of every stakeholder in your local education community. Thus, the summary should be focused on the key information that staff, students, and families will require to clearly understand your local plan for the phased reopening of schools. You can use the key questions to guide your domain summary.

For each requirement within each domain, document the following:

- **Action Steps under Yellow Phase:** Identify the discrete action steps required to prepare for and implement the requirement under the guidelines outlined for counties in yellow. List the discrete action steps for each requirement in sequential order.
- **Action Steps under Green Phase:** Identify the specific adjustments the LEA or school will make to the requirement during the time period the county is designated as green. If implementation of the requirement will be the same regardless of county designation, then type “same as Yellow” in this cell.
- **Lead Individual and Position:** List the person(s) responsible for ensuring the action steps are fully planned and the school system is prepared for effective implementation.
- **Materials, Resources, and/or Supports Needed:** List any materials, resources, or support required to implement the requirement.
- **Professional Development (PD) Required:** In order to implement this requirement effectively, will staff, students, families, or other stakeholders require professional development?

In the following tables, an asterisk (*) denotes a mandatory element of the plan. All other requirements are highly encouraged to the extent possible.

Cleaning, Sanitizing, Disinfecting, and Ventilation

Key Questions

- How will you ensure the building is cleaned and ready to safely welcome staff and students?
- How will you procure adequate disinfection supplies meeting OSHA and [CDC requirements for COVID-19](#)?
- How often will you implement cleaning, sanitation, disinfecting, and ventilation protocols/procedures to maintain staff and student safety?
- What protocols will you put in place to clean and disinfect throughout an individual school day?
- Which stakeholders will be trained on cleaning, sanitizing, disinfecting, and ventilation protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|--------------|------------------------------------|-----------------------------------|---------------------------------|--|-------------------------|
|--------------|------------------------------------|-----------------------------------|---------------------------------|--|-------------------------|

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|---|--|--|---|---|----------|
| <p>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</p> | <p>Preparation for Opening of School Buildings:</p> <p>Increased use of PPE required (masks, gloves, face-shields)</p> <p>Increase Social Distancing & Hygiene Practices</p> <p>The District will follow the CDC's Guidance for Cleaning & Disinfecting Schools</p> <p>CDC Guidance for Cleaning and Disinfecting Schools</p> <p>Clean and disinfect all furniture, all high touch areas and surfaces, restrooms, hallways, instructional spaces, and office spaces</p> <p>Steps will be taken to limit the use of communal drinking fountains and provide safe alternatives for providing water when possible.</p> <p>Custodial Staff trained in best practices as determined by the Director of Maintenance</p> | <p>Preparation for Opening of School Buildings:</p> <p>Increased use of PPE required (masks, gloves, face-shields)</p> <p>Increase Social Distancing & Hygiene Practices</p> <p>The District will follow the CDC's Guidance for Cleaning & Disinfecting Schools</p> <p>CDC Guidance for Cleaning and Disinfecting Schools</p> <p>Clean and disinfect all furniture, all high touch areas and surfaces, restrooms, hallways, instructional spaces, and office spaces</p> <p>Steps will be taken to limit the use of communal drinking fountains and provide safe alternatives for providing water when possible.</p> <p>Custodial Staff trained in best practices as determined by the Director of Maintenance</p> | <p>Anthony Corrado, Director of Maintenance</p> <p>Building Administrators</p> <p>Melissa Gambini, Supervisor of Transportation</p> | <p>Cleaning products (see MSDS Sheets) Cleaning Supplies Electrostatic Sprayers Masks, Gowns, Gloves</p> <p>Cleaning Products to be provided by Busing Contractor for Busing Needs</p> <p>CDC Website</p> | <p>Y</p> |
|---|--|--|---|---|----------|

| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|--------------|--|--|------------------------------|--|-------------------|
| | <p>Follow HVAC Manufacturer recommendations, such as disable demand control ventilation and pre-purge and post purge Touchless hand sanitizers throughout all buildings, in each classroom, and next to staff time clocks</p> <p>Detail inspection of all areas in all buildings prior to opening of school by the Director of Facilities, Building Directors, and Building Principals</p> <p>Preparation for Student Transportation Services:</p> <p>Deep clean and sanitize all buses with approved disinfectant prior to resuming transportation services</p> <p>Training for all contractor employees on social distancing and approved cleaning and sanitizing procedures provided by the contractor</p> | <p>Follow HVAC Manufacturer recommendations, such as disable demand control ventilation and pre-purge and post purge Touchless hand sanitizers throughout all buildings, in each classroom, and next to staff time clocks</p> <p>Detail inspection of all areas in all buildings prior to opening of school by the Director of Facilities, Building Directors, and Building Principals</p> <p>Preparation for Student Transportation Services:</p> <p>Deep clean and sanitize all buses with approved disinfectant prior to resuming transportation services</p> <p>Training for all contractor employees on social distancing and approved cleaning and sanitizing procedures provided by the contractor</p> | | | |

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|---|---|---|---|--|--|
| <p>Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</p> | <p>Daily Cleaning, Sanitizing, Disinfecting and Ventilation Practices for School Buildings:</p> <p>Clean and disinfect all furniture, all high touch areas and surfaces, restrooms, hallways, instructional spaces, and office spaces</p> <p>Laptops, equipment, educational materials wiped down daily</p> <p>Follow CDC recommendations and open windows as needed</p> <p>Assign day shift custodians (2 per Elementary/Middle Schools and 2 High Schools) to disinfect restrooms and high traffic areas throughout the day</p> <p>Ongoing daily inspections by Maintenance, Custodial, Building Directors, and Building Principals</p> <p>Daily Cleaning, Sanitizing, Disinfecting and Ventilation Practices for School Buses:</p> <p>Limit students to two per seat on all school buses, staggered with seating filled from back to front when feasible.</p> <p>Bus monitor on every school bus to encourage social distancing,</p> | <p>Daily Cleaning, Sanitizing, Disinfecting and Ventilation Practices for School Buildings:</p> <p>Clean and disinfect all furniture, all high touch areas and surfaces, restrooms, hallways, instructional spaces, and office spaces</p> <p>Laptops, equipment, educational materials wiped down daily</p> <p>Follow CDC recommendations and open windows as needed</p> <p>Assign day shift custodians (2 per Elementary/Middle Schools and 2 High Schools) to disinfect restrooms and high traffic areas throughout the day</p> <p>Ongoing daily inspections by Maintenance, Custodial, Building Directors, and Building Principals</p> <p>Daily Cleaning, Sanitizing, Disinfecting and Ventilation Practices for School Buses:</p> <p>Limit students to two per seat on all school buses, staggered with seating filled from back to front when feasible.</p> <p>Bus monitor on every school bus to encourage social distancing,</p> | <p>Anthony Corrado, Director of Maintenance</p> <p>Building Administrators</p> <p>Melissa Gambini, Supervisor of Transportation</p> | | |
|---|---|---|---|--|--|

| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|--------------|---|--|------------------------------|--|-------------------|
| | <p>face coverings, and to ensure all students remain forward facing.</p> <p>Utilize different school buses for elementary and secondary routes to minimize the spread of COVID to multiple school buildings if feasible.</p> <p>Maximize ventilation by opening at a minimum every third window.</p> <p>Clean and disinfect all bus seats, seat backs, handrails and other high touch surfaces.</p> | <p>face coverings, and to ensure all students remain forward facing. Utilize different school buses for elementary and secondary routes to minimize the spread of COVID to multiple school buildings if feasible.</p> <p>Maximize ventilation by opening at a minimum every third window.</p> <p>Clean and disinfect all bus seats, seat backs, handrails and other high touch surfaces.</p> | | | |

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| <p>Other cleaning, sanitizing, disinfecting, and ventilation practices</p> | <p>Emergency Plan:</p> <p>School Buildings</p> <p>Staff member or student identified as symptomatic or positive COVID-19, receive tracing/areas of building and level of staff/student exposure from the School Nurse to inform next steps for cleaning and disinfecting areas or buildings.</p> <p>Use of electrostatic sprayers as needed for quarantine area / whole building disinfection. May require school closure for a period of 2-5 days. Decision to close will be made in conjunction with recommendations from the local Health Department and consideration of CDC guidelines.</p> <p>Follow CDC recommendation and increase fresh air /ventilation run time into buildings to ensure purge</p> <p>Inspection of all areas prior to reopening of school by Director of Facilities, Building Directors, and Building Principal</p> <p>School Buses</p> <p>Remove the school bus from service for a minimum of three days and provide a spare bus.</p> | <p>Emergency Plan:</p> <p>School Buildings</p> <p>Staff member or student identified as symptomatic or positive COVID-19, receive tracing/areas of building and level of staff/student exposure from the School Nurse to inform next steps for cleaning and disinfecting areas or buildings.</p> <p>Use of electrostatic sprayers as needed for quarantine area / whole building disinfection. May require school closure for a period of 2-5 days. Decision to close will be made in conjunction with recommendations from the local Health Department and consideration of CDC guidelines.</p> <p>Follow CDC recommendation and increase fresh air /ventilation run time into buildings to ensure purge</p> <p>Inspection of all areas prior to reopening of school by Director of Facilities, Building Directors, and Building Principal</p> <p>School Buses</p> <p>Remove the school bus from service for a minimum of three days and provide a spare bus.</p> | <p>Anthony Corrado, Director of Maintenance</p> <p>Building Administrators</p> <p>Melissa Gambini, Supervisor of Transportation</p> | | |
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| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|--------------|---|---|------------------------------|--|-------------------|
| | Deep clean and sanitize school bus with approved disinfectant. Inspect the school bus before returning to service. | Deep clean and sanitize school bus with approved disinfectant. Inspect the school bus before returning to service. | | | |

Social Distancing and Other Safety Protocols

Key Questions

- How will classrooms/learning spaces be organized to mitigate spread?
- How will you group students with staff to limit the number of individuals who come into contact with each other throughout the school day?
- What policies and procedures will govern use of other communal spaces within the school building?
- How will you utilize outdoor space to help meet social distancing needs?
- What hygiene routines will be implemented throughout the school day?
- How will you adjust student transportation to meet social distancing requirements?
- What visitor and volunteer policies will you implement to mitigate spread?
- Will any of these social distancing and other safety protocols differ based on age and/or grade ranges?
- Which stakeholders will be trained on social distancing and other safety protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

Summary of Responses to Key Questions:

| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|--------------|------------------------------------|-----------------------------------|---------------------------------|--|-------------------------|
|--------------|------------------------------------|-----------------------------------|---------------------------------|--|-------------------------|

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| <p>* Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</p> | <p>Individual student desks will be forward facing. Student desks to be separated by 6 feet and classrooms/learning spaces not to exceed 25 students unless unexpected events require modification to this limitation.</p> <p>Schedules should be as static as possible by having the same group of students with the same group of staff based on age and developmental level.</p> <p>Restrict interactions between groups of students as much as possible.</p> <p>During small group instruction, each instructor (teacher/paraprofessional) will be provided a Plexiglas divider and face shield.</p> <p>Students will be limited to one student out of the classroom at a time whenever possible.</p> <p>Classroom carpets (i.e., reading carpets, etc.) will be removed to allow for greater separation of desks.</p> | <p>Individual student desks will be forward facing. Student desks to be separated by 6 feet and classrooms/learning spaces not to exceed 25 students unless unexpected events require modification to this limitation.</p> <p>Schedules should be as static as possible by having the same group of students with the same group of staff based on age and developmental level.</p> <p>Restrict interactions between groups of students as much as possible.</p> <p>During small group instruction, each instructor (teacher/paraprofessional) will be provided a Plexiglas divider and face shield.</p> <p>Students will be limited to one student out of the classroom at a time whenever possible.</p> | <p>Anthony Corrado, Director of Maintenance</p> <p>Building Administrators</p> | <p>Support by maintenance to move desks</p> <p>Painter/Floor Tape to designate safe distancing for seating and standing</p> | <p>Y</p> |
|--|--|---|--|---|----------|

| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|--------------|--|---|------------------------------|--|-------------------|
| | <p>Utilize large spaces for classrooms (i.e., gyms, auditoriums, outside spaces, etc.)</p> <p>Substitute teachers will be provided a face shield upon checking in for the day.</p> <p>Plexiglass will be installed at teacher desks.</p> | <p>Classroom carpets (i.e., reading carpets) will be removed to allow for greater separation of desks.</p> <p>Utilize large spaces for classrooms (i.e., gyms, auditoriums, outside spaces, etc.)</p> <p>Substitute teachers will be provided a face shield upon checking in for the day.</p> <p>Plexiglass will be installed at teacher desks.</p> | | | |

| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|---|---|---|--|--|-------------------|
| <p>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</p> | <p>Students will be encouraged to use hand sanitizer, provided at stations within the cafeterias, prior to consuming food or beverages.</p> <p>Students will alternate use of the cafeteria and other open spaces in order to maintain social distancing.</p> <p>Plexiglass installed at registers</p> <p>All protocols will be followed by Food Service with respect to lunch handling and placing of items (i.e., meal condiments will be limited and provided to students on the serving trays).</p> | <p>Students will be encouraged to use hand sanitizer, provided at stations within the cafeterias, prior to consuming food or beverages.</p> <p>Students will alternate use of the cafeteria and other open spaces in order to maintain social distancing.</p> <p>Plexiglass installed at registers</p> <p>All protocols will be followed by Food Service with respect to lunch handling and placing of items (i.e., meal condiments will be limited and provided to students on the serving trays).</p> | <p>Building Administrators</p> <p>Barb Farley, Food Service Director</p> | | <p>Y</p> |

| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|--|--|--|---|--|-------------------|
| <p>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</p> | <p>Handwashing routines: - upon arrival in the morning - prior to/after snacks, lunch, recesses</p> <p>Staff wear masks/face shields when in the school building.</p> <p>Students provide their own water bottles. Backpacks either not allowed at all or students keep them throughout the day. Backpacks should not be kept in bins. Carry books, etc. does not allow students hands to be free to sanitized as they enter the building or classroom</p> | <p>Handwashing routines: - upon arrival in the morning - prior to/after snacks, lunch, recesses</p> <p>Staff wear masks/face shields when in the school building.</p> <p>Students provide their own water bottles.</p> | <p>Teachers Paraprofessionals Maintenance staff</p> | <p>Additional soap/towels</p> <p>Additional sanitizer stations including the playgrounds</p> | <p>Y</p> |
| <p>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</p> | <p>District issued signs will be posted on all exterior doors requiring individuals to wear a mask or facial covering.</p> <p>Posters will be posted throughout buildings to promote healthy practices.</p> | <p>District issued signs will be posted on all exterior doors requiring individuals to wear a mask or facial covering.</p> <p>Posters will be posted throughout buildings to promote healthy practices.</p> | <p>Maintenance staff Building Administrator Secretarial Staff</p> | <p>All school buildings will be provided signs which will be consistent, pictorial and in multiple languages</p> | <p>Y</p> |

| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|---|--|--|--|--|-------------------|
| <p>* Identifying and restricting non-essential visitors and volunteers</p> | <p>Limit visitors to parent/guardian pick-up. Parents and guardians will not be allowed in the building or office. The secretary or security guard will allow students to be signed out in the vestibule of the building. Plexiglass will be installed in front of the main office desks where feasible.</p> | <p>Limit visitors to parent/guardian pick-up. Parents and guardians will not be allowed in the building or office. The secretary or security guard will allow students to be signed out in the vestibule of the building. Plexiglass will be installed in front of the main office desks where feasible.</p> | <p>Secretaries Security guards</p> | | <p>Y</p> |

| | | | | | |
|--|---|---|--|---|------------------------|
| <p>* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports</p> | <p>Physical Education</p> <p>Select and provide safe opportunities for exercise and sports events for students.</p> <p>Consider;</p> <ul style="list-style-type: none"> • Physical proximity of players • Amount of touching of shared equipment • Ability to engage in social distancing while not engaged in active play. • Engagement of players at higher risk. • Size of team <p>Train teachers, coaches, officials, and staff on all safety protocols.</p> <p>CDC Considerations for Youth Sports</p> <p>Recess</p> <p>Limit recreation areas to open spaces.</p> <p>Greatly restrict or eliminate use of playground structures.</p> <p>Ensure adequate playground equipment (balls, jump ropes, etc.) to limit the sharing of items or limit to one</p> | <p>Physical Education</p> <p>Select and provide safe opportunities for exercise and sports events for students.</p> <p>Consider;</p> <ul style="list-style-type: none"> • Physical proximity of players • Amount of touching of shared equipment • Ability to engage in social distancing while not engaged in active play. • Engagement of players at higher risk. • Size of team <p>Train teachers, coaches, officials, and staff on all safety protocols.</p> <p>CDC Considerations for Youth Sports</p> <p>Recess</p> <p>Limit recreation areas to open spaces.</p> <p>Greatly restrict or eliminate use of playground structures.</p> <p>Ensure adequate playground equipment</p> | <p>Building Administrators</p> <p>Patrick Patte, Director of Curriculum and Instruction</p> <p>Physical Education Department Chair</p> | <p>Playground Equipment (balls, jump ropes)</p> | <p>Y – PE Teachers</p> |
|--|---|---|--|---|------------------------|

| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|---|---|---|---|---|-------------------|
| | group of students at a time and disinfect between uses. | (balls, jump ropes, etc.) to limit the sharing of items or limit to one group of students at a time and disinfect between uses. | | | |
| Limiting the sharing of materials among students | <p>There will be no communal or shared school supplies including special areas materials. When needed, students will carry their own materials to the special areas.</p> <p>When library books are checked back in there will be a 3 day wait time after books are wiped down until they are returned to the shelves.</p> | <p>There will be no communal or shared school supplies including special areas materials. When needed, students will carry their own materials to the special areas.</p> <p>When library books are checked back in there will be a 3 day wait time after books are wiped down until they are returned to the shelves.</p> | <p>Teachers</p> <p>Building Administrator</p> <p>Maintenance Supervisor</p> | Extra pencils and notebooks to give, not lend, to students who forget or cannot afford materials. | Y |

| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|--|---|---|---|--|-------------------|
| Staggering the use of communal spaces and hallways | <p>Building schedules will be developed to lessen student transitions throughout the school day.</p> <p>Arrival: Buildings will limit the number of buses that can disembark at one time.</p> <p>Dismissal: Stagger dismissal times to reduce the number of adults and staff in the hallways. This may mean that dismissal time may need to begin earlier than previous school years.</p> <p>School Personnel designated to clean/wipe areas throughout the school that are high touch areas.</p> | <p>Building schedules will be developed to lessen student transitions throughout the school day.</p> <p>Arrival: Buildings will limit the number of buses that can disembark at one time.</p> <p>Dismissal: Stagger dismissal times to reduce the number of adults and staff in the hallways. This may mean that dismissal time may need to begin earlier than previous school years.</p> <p>School Personnel designated to clean/wipe areas throughout the school that are high touch areas.</p> | <p>Building Administrator</p> <p>Staff on Hallway Duty</p> <p>Staff on bus duty</p> | <p>None</p> | <p>Y</p> |
| Adjusting transportation schedules and practices to create social distance between students | <p>Collaborate with transportation to minimize the number of students transported on each bus to the maximum extent feasible.</p> <p>Collaborate with transportation to stagger drop off and pick up times to avoid groups of larger than 25 to be transitioning into or out of the building at one time.</p> | <p>Collaborate with transportation to minimize the number of students transported on each bus to the maximum extent feasible.</p> <p>Collaborate with transportation to stagger drop off and pick up times to avoid groups of larger than 25 to be transitioning into or out of the building at one time.</p> | <p>Building Administrator</p> <p>Transportation Coordinator</p> <p>Paraprofessionals</p> <p>Teachers</p> <p>Maintenance Staff</p> | <p>Transportation Director</p> | <p>Y</p> |

| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|---|---|---|--|--|---------------------------------------|
| Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students | <p>Special area classroom teachers will provide instruction in the regular education teacher's classroom when appropriate.</p> <p>Staff meetings and PD delivered either to small groups or virtually.</p> <p>No assemblies or other large gatherings</p> | <p>When visiting special areas classes, students will sanitize upon entering and exiting classrooms.</p> <p>Staff meetings and PD delivered either to small groups or virtually.</p> <p>No assemblies or other large group gatherings</p> | <p>Building Administrator</p> <p>Paraprofessionals</p> <p>Teachers</p> | | Y |
| Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars | <p>Work with churches, child care centers, and other agencies to extend child care for children up to the age or 12 or older students who have special education needs for days the students are not in school and possibly before or after school needs.</p> <p>Inform parents by August 1, 2020, or sooner, of the strategies being adopted by the district so they can begin</p> | <p>Work with churches, child care centers, and other agencies to extend child care for children up to the age or 12 or older students who have special education needs.</p> | | Additional stops for transportation-more buses and drivers \$\$\$\$ | Ongoing discussions with stakeholders |
| Other social distancing and safety practices | <p>Continue to reassess procedures for all areas to ensure student and staff safety is at the forefront.</p> | <p>Continue to reassess procedures for all areas to ensure student and staff safety is at the forefront.</p> | Building Administrators | | Ongoing discussions with stakeholders |
| | | | | | |

Monitoring Student and Staff Health

Key Questions

- How will you monitor students, staff, and others who interact with each other to ensure they are healthy and not exhibiting signs of illness?
- Where, to whom, when, and how frequently will the monitoring take place (e.g. parent or child report from home or upon arrival to school)?
- What is the policy for quarantine or isolation if a staff, student, or other member of the school community becomes ill or has been exposed to an individual confirmed positive for COVID-19?
- Which staff will be responsible for making decisions regarding quarantine or isolation requirements of staff or students?
- What conditions will a staff or student confirmed to have COVID-19 need to meet to safely return to school? How will you accommodate staff who are unable or uncomfortable to return?
- How will you determine which students are willing/able to return? How will you accommodate students who are unable or uncomfortable to return?
- When and how will families be notified of confirmed staff or student illness or exposure and resulting changes to the local Health and Safety Plan?
- Which stakeholders will be trained on protocols for monitoring student and staff health? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

Summary of Responses to Key Questions:

| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|--|---|---|---|---|-------------------|
| <p>* Monitoring students and staff for symptoms and history of exposure</p> | <ul style="list-style-type: none"> As needed monitoring in the health office for anyone who appears or becomes ill at school: Ask COVID19 screening questions: History of exposure to suspected or confirmed COVID19? Temperature greater than 100.4? Cough, shortness of breath, sore throat, stomachache, headache, rash, loss of appetite, smell and/or taste? Identify students and staff at higher risk. Advise daily self-monitoring of students and staff prior to coming to school. Encourage staff to stay home if they are sick and encourage parents to keep sick children home. Adopt flexible attendance policies for students. Closely monitor daily absence rates of students and staff. | <ul style="list-style-type: none"> As needed monitoring in the health office for anyone who appears or becomes ill at school: Ask COVID19 screening questions: History of exposure to suspected or confirmed COVID19? Temperature greater than 100.4? Cough, shortness of breath, sore throat, stomachache, headache, rash, loss of appetite, smell and/or taste? Identify students and staff at higher risk. Advise daily self-monitoring of students and staff prior to coming to school. Encourage staff to stay home if they are sick and encourage parents to keep sick children home. Adopt flexible attendance policies for students. Closely monitor daily absence rates of students. | <p>Building Nurses</p> <p>Building Administrators</p> | <p>Infrared no touch thermometers. Face shields and surgical masks for all nurses, teachers, and staff.</p> | <p>Y</p> |

| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|---|---|---|--|--|-------------------|
| <p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p> | <p>1. They will be isolated and monitored in the health office/isolation area. 2. The use of masks for persons with respiratory symptoms and/or fever will be mandated as directed by the CDC. 3. Students and staff will be excluded and advised to seek medical attention.</p> | <p>1. They will be isolated and monitored in the health office/isolation area. 2. The use of masks for persons with respiratory symptoms and/or fever will be mandated as directed by the CDC. 3. Students and staff will be excluded and advised to seek medical attention.</p> | <p>School nurse Building Administrators</p> | <p>Isolation rooms with proper ventilation and visualization of ill students and staff. Proper disinfection of isolation room and places of contact. Masks for ill students/staff.</p> | <p>Y</p> |
| <p>* Returning isolated or quarantined staff, students, or visitors to school</p> | <p>Students will be readmitted after they are cleared by their physician with a medical note.</p> <p>Students/staff are required to be fever free, off of fever reducing medications for the previous 72 hours and at least 10 days have passed since symptoms first appeared.</p> <p>Students/staff are required to have improved symptoms.</p> <p>Provision of results of a negative COVID19 test may be requested.</p> | <p>Students will be readmitted after they are cleared by their physician with a medical note.</p> <p>Students/staff are required to be fever free, off of fever reducing medications for the previous 72 hours and at least 10 days have passed since symptoms first appeared.</p> <p>Students/staff are required to have improved symptoms.</p> <p>Provision of results of a negative COVID19 test may be requested.</p> | <p>School nurse Building Administrators</p> | | <p>Y</p> |

| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|---|---|---|--|---|-------------------|
| <p>Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols</p> | <p>Use of HASD School Announcement App and School Messenger</p> | <p>Use of HASD School Announcement App and School Messenger</p> | <p>Brian Uplinger, Superintendent of Schools</p> | <p>Everyone must be able to receive notifications. Public education on the critical importance of having updates phone numbers and email addresses. Use of student email addresses as used by many school districts Use community resources, such as CANDO, to get this information to employees who work in CANDO parks.</p> | <p>N</p> |

| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|---|---|---|--|--|-------------------|
| Other monitoring and screening practices | <ol style="list-style-type: none"> 1. All students/staff who appear ill or are exhibiting symptoms will be assessed by the school nurse. 2. For known or suspected COVID19 cases, local health officials will be notified for further instruction. 3. Staff and families of exposure or confirmed case will be notified while maintaining confidentiality. 4. If a student or staff is aware of an exposure to a positive COVID19 case they are required to contact the Chester County Health Department and their physician for treatment, isolation, and quarantine instructions. | <ol style="list-style-type: none"> 1. All students/staff who appear ill or are exhibiting symptoms will be assessed by the school nurse. 2. For known or suspected COVID19 cases, local health officials will be notified for further instruction. 3. Staff and families of exposure or confirmed case will be notified while maintaining confidentiality. 4. If a student or staff is aware of an exposure to a positive COVID19 case they are required to contact the Chester County Health Department and their physician for treatment, isolation, and quarantine instructions. | <p>School nurse</p> <p>Building Administrators</p> | | Y |

Other Considerations for Students and Staff

Key Questions

- What is the local policy/procedure regarding face coverings for staff? What is the policy/procedure for students?
- What special protocols will you implement to protect students and staff at higher risk for severe illness?

- How will you ensure enough substitute teachers are prepared in the event of staff illness?
- How will the LEA strategically deploy instructional and non-instructional staff to ensure all students have access to quality learning opportunities, as well as supports for social emotional wellness at school and at home?

Summary of Responses to Key Questions:

| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|---|--|--|---|--|-------------------|
| <p>* Protecting students and staff at higher risk for severe illness</p> | <p>As needed monitoring in the health office for anyone who appears or becomes ill at school: Ask COVID19 screening questions: History of exposure to suspected or confirmed COVID19? Temperature greater than 100.4? Cough, shortness of breath, sore throat, stomachache, headache, rash, loss of appetite, smell and/or taste? Identify students and staff at higher risk. Advise daily self-monitoring of students and staff prior to coming to school. Encourage staff to stay home if they are sick and encourage parents to keep sick children home. Adopt flexible attendance policies for students.</p> | <p>As needed monitoring in the health office for anyone who appears or becomes ill at school: Ask COVID19 screening questions: History of exposure to suspected or confirmed COVID19? Temperature greater than 100.4? Cough, shortness of breath, sore throat, stomachache, headache, rash, loss of appetite, smell and/or taste? Identify students and staff at higher risk. Advise daily self-monitoring of students and staff prior to coming to school. Encourage staff to stay home if they are sick and encourage parents to keep sick children home. Adopt flexible attendance policies for students.</p> | <p>School nurses Building Administrators</p> | <p>Infrared no-touch thermometers. Face shields and/or surgical masks for all nurses, teachers, and staff.</p> | <p>Y</p> |

| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|--|--|--|--|--|-------------------|
| * Use of face coverings (masks or face shields) by all staff | A mask and/or face shield covering your mouth and nose must be worn in all public areas and in spaces with another person or people within 6 feet. Masks will be provided for all staff. Face shields will be provided for all professional and paraprofessional staff. Masks from home are appropriate. No person may enter a building without a mask. Signs are placed at each entrance. Staff unable to wear a mask or face shield due to a specific health condition must discuss accommodation with HR. | A mask and/or face shield covering your mouth and nose must be worn in all public areas and in spaces with another person or people within 6 feet. Masks will be provided for all staff. Face shields will be provided for all professional and paraprofessional staff. Masks from home are appropriate. No person may enter a building without a mask. Signs are placed at each entrance. Staff unable to wear a mask or face shield due to a specific health condition must discuss accommodation with HR. | Building Administrators | Masks Face shields | Y |
| * Use of face coverings (masks or face shields) by older students (as appropriate) | Masks and shield will be required as recommended by the CDC | Masks and shield will be required as recommended by the CDC | Building Administrators | Masks Face shields | N |
| Unique safety protocols for students with complex needs or other vulnerable individuals | IEPs or 504 Service Plans in collaboration with medical plans to provide health and safety provisions for students with complex needs/vulnerable individuals. | IEPs or 504 Service Plans in collaboration with medical plans to provide health and safety provisions for students with complex needs/vulnerable individuals. | Special Education Teacher Special Education Director Building Administrators | | Y |
| Strategic deployment of staff | All staff on-site, shared spaces will be divided by barriers or staff will be relocated. Teachers will be in their classrooms. | All staff on-site, shared spaces will be divided by barriers or staff will be relocated. Teachers will be in their classrooms. | Building Administrators | Plexiglass, office panels, shower curtains, plastic barriers | N |

Health and Safety Plan Professional Development

The success of your plan for a healthy and safe reopening requires all stakeholders to be prepared with the necessary knowledge and skills to implement the plan as intended. For each item that requires professional development, document the following components of your professional learning plan.

- **Topic:** List the content on which the professional development will focus.
- **Audience:** List the stakeholder group(s) who will participate in the professional learning activity.
- **Lead Person and Position:** List the person or organization that will provide the professional learning.
- **Session Format:** List the strategy/format that will be utilized to facilitate participant learning.
- **Materials, Resources, and or Supports Needed:** List any materials, resources, or support required to implement the requirement.
- **Start Date:** Enter the date on which the first professional learning activity for the topic will be offered.
- **Completion Date:** Enter the date on which the last professional learning activity for the topic will be offered.

| Topic | Audience | Lead Person and Position | Session Format | Materials, Resources, and or Supports Needed | Start Date | Completion Date |
|----------------------------------|-----------|--------------------------|---|--|---------------|-----------------|
| COVID-19 Prevention | All Staff | Building Administrators | Groups of 25, unless electronically delivered | Handouts or via email | July 27, 2020 | July 28, 2020 |
| HASD/HACC Health and Safety Plan | All Staff | Building Administrators | Groups of 25, unless electronically delivered | Handouts or via email | July 27, 2020 | July 28, 2020 |
| | | | | | | |
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Health and Safety Plan Communications

Timely and effective family and caregiver communication about health and safety protocols and schedules will be critical. Schools should be particularly mindful that frequent communications are accessible in non-English languages and to all caregivers (this is particularly important for children residing with grandparents or other kin or foster caregivers). Additionally, LEAs should establish and maintain ongoing communication with local and state authorities to determine current mitigation levels in your community.

| Topic | Audience | Lead Person and Position | Mode of Communications | Start Date | Completion Date |
|--|-----------------|--------------------------|---|---------------|-----------------|
| Process for symptom screening/monitoring | Parent/Guardian | Superintendent Uplinger | School Messenger, District Social Media Accounts, Website, News Media | July 24, 2020 | July 24, 2020 |
| Process for symptoms screening/monitoring | Staff | Superintendent Uplinger | Email, Staff Trainings | July 24, 2020 | August 14, 2020 |
| Hygiene Guidelines (including face covers) | Parent/Guardian | Superintendent Uplinger | School Messenger, District Social Media Accounts, Website, News Media | July 24, 2020 | July 24, 2020 |
| Hygiene Guidelines (including face covers) | Staff | Superintendent Uplinger | Email, Staff Trainings | July 24, 2020 | August 14, 2020 |
| Plan for Social Distancing | Parent/Guardian | Superintendent Uplinger | School Messenger, District Social Media Accounts, Website, News Media | July 24, 2020 | July 24, 2020 |
| Plan for Social Distancing | Staff | Superintendent Uplinger | Email, Staff Trainings | July 24, 2020 | August 14, 2020 |
| Process for Cleaning | Parent/Guardian | Superintendent Uplinger | School Messenger, District Social Media Accounts, Website, News Media | July 24, 2020 | July 24, 2020 |
| Process for Cleaning | Staff | Superintendent Uplinger | Email, Staff Trainings | July 24, 2020 | August 14, 2020 |
| Protecting High Risk Students | Parent/Guardian | Superintendent Uplinger | School Messenger, District Social Media Accounts, Website, News Media | July 24, 2020 | July 24, 2020 |
| Protecting High Risk Staff | Staff | Superintendent Uplinger | Email, Staff Trainings | July 24, 2020 | August 14, 2020 |
| Policy for quarantine/isolation of students | Parent/Guardian | Superintendent Uplinger | School Messenger, District Social Media Accounts, Website, News Media | July 24, 2020 | July 24, 2020 |
| Policy for quarantine/isolation of staff | Staff | Superintendent Uplinger | Email, Staff Trainings | July 24, 2020 | August 14, 2020 |

Health and Safety Plan Summary: **Hazleton Area School District, including Early Intervention, Pre-K, and Hazleton Area Career Center**

Anticipated Launch Date: September 8, 2020

Use these summary tables to provide your local education community with a detailed overview of your Health and Safety Plan. LEAs are required to post this summary on their website. To complete the summary, copy and paste the domain summaries from the Health and Safety Plan tables above.

Facilities Cleaning, Sanitizing, Disinfecting and Ventilation

| Requirement(s) | Strategies, Policies and Procedures |
|---|--|
| <p>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</p> | <p>Preparation for Opening of School Buildings:</p> <p>Increased use of PPE required (masks, gloves, face-shields)</p> <p>Increase Social Distancing & Hygiene Practices</p> <p>The District will follow the CDC's Guidance for Cleaning & Disinfecting Schools</p> <p>CDC Guidance for Cleaning and Disinfecting Schools</p> <p>Clean and disinfect all furniture, all high touch areas and surfaces, restrooms, hallways, instructional spaces, and office spaces</p> <p>Steps will be taken to provide safe alternatives</p> |

| Requirement(s) | Strategies, Policies and Procedures |
|----------------|--|
| | <p>for providing water when possible.</p> <p>Custodial Staff trained in best practices as determined by the Director of Maintenance</p> <p>Follow HVAC Manufacturer recommendations, such as disable demand control ventilation and pre-purge and post purge Touchless hand sanitizers throughout all buildings, in each classroom, and next to staff time clocks</p> <p>Detail inspection of all areas in all buildings prior to opening of school by the Director of Facilities, Building Directors, and Building Principals</p> <p>Preparation for Student Transportation Services:</p> <p>Deep clean and sanitize all buses with approved disinfectant prior to resuming transportation services</p> <p>Training for all contractor employees on social distancing and approved cleaning and sanitizing procedures provided by the contractor</p> |

Social Distancing and Other Safety Protocols

| Requirement(s) | Strategies, Policies and Procedures |
|---|---|
| <p>* Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</p> <p>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</p> | <p>Physical Education</p> <p>Select and provide safe opportunities for exercise and sports events for students.</p> <p>Consider;</p> <ul style="list-style-type: none"> • Physical proximity of players |

| Requirement(s) | Strategies, Policies and Procedures |
|--|--|
| <p>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</p> <p>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</p> <p>* Handling sporting activities consistent with the CDC Considerations for Youth Sports for recess and physical education classes</p> <p>Limiting the sharing of materials among students</p> <p>Staggering the use of communal spaces and hallways</p> <p>Adjusting transportation schedules and practices to create social distance between students</p> <p>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</p> <p>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</p> <p>Other social distancing and safety practices</p> | <ul style="list-style-type: none"> • Amount of touching of shared equipment • Ability to engage in social distancing while not engaged in active play. • Engagement of players at higher risk. • Size of team <p>Train teachers, coaches, officials, and staff on all safety protocols.</p> <p>CDC Considerations for Youth Sports</p> <p>Recess</p> <p>Limit recreation areas to open spaces.</p> <p>Greatly restrict or eliminate use of playground structures.</p> <p>Ensure adequate playground equipment (balls, jump ropes, etc.) to limit the sharing of items or limit to one group of students at a time and disinfect between uses.</p> |

| Requirement(s) | Strategies, Policies and Procedures |
|----------------|---|
| | <p>There will be no communal or shared school supplies including special areas materials. When needed, students will carry their own materials to the special areas.</p> <p>When library books are checked back in there will be a 3 day wait time after books are wiped down until they are returned to the shelves.</p> <p>Building schedules will be developed to lessen student transitions throughout the school day.</p> <p>Arrival: Buildings will limit the number of buses that can disembark at one time.</p> <p>Dismissal: Stagger dismissal times to reduce the number of adults and staff in the hallways. This may mean that dismissal time may need to begin earlier than previous school years.</p> <p>School Personnel designated to clean/wipe areas throughout the school that are high touch areas. Collaborate with transportation to minimize the number of students transported on each bus to the maximum extent feasible.</p> <p>Collaborate with transportation to stagger drop off and pick up times to avoid groups of larger than 25 to be transitioning into or out of the building at one time. Special area classroom teachers will provide instruction in the regular education teacher's classroom.</p> <p>Staff meetings and PD delivered either to small groups or virtually. No assemblies or other large gatherings</p> |

| Requirement(s) | Strategies, Policies and Procedures |
|----------------|---|
| | <p>Work with churches, child care centers, and other agencies to extend child care for children up to the age of 12 or older students who have special education needs for days the students are not in school and possibly before or after school needs.</p> <p>Inform parents by August 1, 2020, or sooner, of the strategies being adopted by the district so they can begin planning</p> <p>Continue to reassess procedures for all areas to ensure student and staff safety is at the forefront.</p> |

Monitoring Student and Staff Health

| Requirement(s) | Strategies, Policies and Procedures | | |
|--|--|---------------------|---|
| <p>* Monitoring students and staff for symptoms and history of exposure</p> <p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p> <p>* Returning isolated or quarantined staff, students, or visitors to school</p> <p>Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols</p> | Scenario | Exclude from School | Return to School After... |
| | #1 – No Symptoms | No | Not applicable |
| | #2 – COVID-19 Symptoms | Yes | Individual should be tested for COVID-19: <ul style="list-style-type: none"> If test result is <u>negative</u>, return to school 3 days after symptoms are no longer present. If test result is <u>positive</u>, follow return to school guidance for scenario #3 |
| | #3 – Positive COVID-19 PCR Test <u>with</u> Symptoms | Yes | Individual must: <ul style="list-style-type: none"> Have 3 days with no fever and |

| Requirement(s) | Strategies, Policies and Procedures | | |
|----------------|---|-----|---|
| | | | <ul style="list-style-type: none"> • Improvement in symptoms and • At least 10 days since symptoms appeared |
| | #4 – Positive COVID-19 PCR Test <u>without</u> Symptoms | Yes | 10 days after the PCR test was collected: <ul style="list-style-type: none"> • If symptoms develop during 10 days, follow return to school guidance for scenario #3 |
| | #5 – Close Contact with Symptoms | Yes | Individual should be tested for COVID-19. <ul style="list-style-type: none"> • If test result is negative, return to school 14 days after last exposure to the person with COVID-19 and symptoms have resolved. • If test result is positive, follow return to school guidance for scenario #3. |
| | #6 – Close Contact of COVID-19 without Symptoms | Yes | 14 days after the date of last exposure to the person with COVID-19. <ul style="list-style-type: none"> • If symptoms develop during 14 days, follow return to school guidance for scenario #5. |

| Requirement(s) | Strategies, Policies and Procedures |
|----------------|---|
| | <p>Notifications</p> <ul style="list-style-type: none"> • If a situation occurs in any of the above scenarios that deal with COVID-19 positive tests, notifications will be sent to individuals as outlined in the Phased Reopening Document. • Notifications will be sent to local hospitals and/or CDC officials according to proper protocol. |

Other Considerations for Students and Staff

| Requirement(s) | Strategies, Policies and Procedures |
|--|---|
| <p>* Protecting students and staff at higher risk for severe illness</p> <p>* Use of face coverings (masks or face shields) by all staff</p> <p>* Use of face coverings (masks or face shields) by older students</p> <p>Unique safety protocols for students with complex needs or other vulnerable individuals</p> <p>Strategic deployment of staff</p> | <ul style="list-style-type: none"> • As needed monitoring in the health office for anyone who appears or becomes ill at school: Ask COVID19 screening questions: History of exposure to suspected or confirmed COVID19? Temperature greater than 100.4? Cough, shortness of breath, sore throat, stomachache, headache, rash, loss of appetite, smell and/or taste? • Identify students and staff at higher risk. • Advise daily self-monitoring of students and staff prior to coming to school. • Encourage staff to stay home if they are sick and encourage parents to keep sick children home. • Adopt flexible attendance policies for students. • Closely monitor daily absence rates of students and staff. |